

Individualized Daily Reading: **Expectations and Classroom Collections**



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IDR Session Goals

- Reflect on challenges to building independent and responsible readers
- Review the research and rationale for Individualized Daily Reading (IDR)
- Examine the teacher and student roles during IDR
- View and discuss IDR conferences
- Review and discuss classroom collections and book selection



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What is IDR?

- Daily independent reading in books at appropriate reading levels.
- Students spend up to 30 minutes a day in IDR.
- Teacher plays an active role monitoring and supporting reading comprehension.



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Research in Independent Reading

- "Children need at least thirty minutes a day to read books they can read, preferably of their choosing." –Calkins
- "Research suggests that the amount of independent, silent reading that children do in school is significantly related to gains in reading achievement. However, most students spend very little school time engaged in silent reading." –Hiebert
- "Students spend up to 70% of the time allotted to reading instruction doing "seat work," which usually involves completing workbook or worksheet exercises – activities unrelated to growth in reading." –Anderson



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Independent Reading

SSR

- At a signal students, begin to read
- Student-selected text
- Teacher reads as a model for students
- At a signal, students put books away

IDR

- Teacher provides initial guidance
- “Just right” text
- Teacher provides instruction through conferring
- Students share and reflect on their learning



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Students' Role in IDR

Students...

- Select books
- Read independently
- Apply skills & strategies
- Think about their reading
- Develop a love of literature



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Teacher's Role in IDR?

The Teacher...

- Provides a library of books in various genres and levels
- Establishes procedures and expectations.
- Helps students select books at appropriate levels and interests
- Confers with individual students



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Organizing IDR Library by Category:

- Genres
- Subjects
- Themes
- Favorite authors or illustrators
- Popular series
- Student favorites

Provide leveling information in a discreet way. This allows the student to initially select a book based upon his interest and secondarily the reading level.

How do/can you organize your classroom library?



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Addressing Accountability: Conference Notes



IDR CONFERENCE NOTES

Student: _____ Date: _____

Book title: _____

EVIDENCE: _____

- 1 Ask: What is your book about so far?**
Is the student able to describe the book? ☐ YES
- 2 Have the student read a passage silently, then read it aloud for you.**
Does the student:
Attend to meaning? ☐ YES
Pause/reread if having difficulty? ☐
Read most words accurately? ☐
Try to make sense of unfamiliar language? ☐
Read fluently? ☐
- 3 Ask: What is the part you just read about?**
Does the student recall what's important in the passage? ☐ YES

If the student has difficulty, have him/her reread the passage and repeat Step 2. If the student doesn't understand after the second reading, go to Step 4. Otherwise, go to Step 5.

- 4 If the student doesn't understand after the second reading, ask yourself:**
Is the difficulty caused by:
Lack of background knowledge? ☐
Unfamiliar vocabulary? ☐
Too-difficult text (lack of fluency)? ☐
Not using an appropriate comprehension strategy? ☐
- 4 Ask: What do you think will happen, or what do you think you will learn, as you keep reading?**
- 5 Ask: Are you using any of the comprehension strategies to help you make sense of this book?**

5 Intervene using one or more of the following:

- Define unfamiliar words.
- Provide necessary background knowledge.
- Suggest an appropriate strategy on the "Reading Comprehension Strategies" chart and have the student reread again, starting at an earlier place in the text.
- Ask clarifying questions about the text.
- Help the student find a more appropriately leveled book.

Next steps: _____

Grade Four | 47

Questions to ask about fiction

- ***At the beginning***
 - Ask questions about character
- ***In the middle***
 - Ask questions about character and setting
- ***Towards the end***
 - Ask questions about plot



Non-fiction Questions

- ***At the beginning***
 - Ask questions about what the reader is curious about and what they might learn

- ***From the middle to the end***
 - Ask questions about what she is learning about and how she is learning it



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Recognizing important aspects of text

Fiction

Character

Setting

Conflict

Plot

Resolution

Non-fiction

Factual information

Text features

Text structures

How the information is organized...

- Chronologically
- Order of importance
- Category

Resource Sheet for IDR Conferences

General questions you can ask to probe student thinking:

- › *Why did you choose this book?*
- › *Why do you like/dislike this book?*
- › *What kinds of books do you want to read?*

Genre-specific questions you can ask:

Fiction

- › *What is this story about?*
- › *What has happened so far?*
- › *What do you know about the character(s)?*
- › *What part have you found interesting or surprising? Why?*
- › *What are you wondering about?*
- › *What do you visualize (see/hear/feel) as you read these words?*
- › *What do you think will happen next?*

Nonfiction/Expository

- › *What is this (book/article) about?*
- › *(Read the information on the back cover.) What have you found out about that so far?*
- › *(Look at the table of contents.) What do you think you will find out about _____ in this book?*
- › *What have you learned from reading this article?*
- › *What's something interesting you've read so far?*



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Debbie Miller

Independent reading is so important and it doesn't seem that kids are spending enough time JUST reading. I think it's all about choice. We need to teach kids how to make choices, and to choose books with intention.

Teachers need to choose books with intention too. They should think: What are we working on today? Is it decoding; then what kind of a text would we need? Is it comprehension? Is it fluency?

We need to help our kids understand that we read books for different purposes and to think about their own book selection. Just as importantly as teachers choosing with intention, we also need to teach kids how to choose intentionally.



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Helping Students Choose Books for IDR

You know a book is *“just right”* if...

- you know most of the words
- you can understand it when you read by yourself
- it is about a topic that interests you
- it has a story or information that you can share with your partner

5 Finger Rule

Goldilocks Rule



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Choosing Just Right Books

Goldilocks Rule

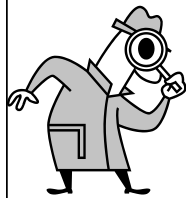
Too Easy	Just Right	Too Hard
<ul style="list-style-type: none"> • Can read all the words • Can understand and retell the story • Reads with easy fluency 	<ul style="list-style-type: none"> • Can read most of the words • Struggles with fewer than five words per page • Uses strategies to figure out tricky words • Can understand and retell the story • Reads fluently 	<ul style="list-style-type: none"> • Cannot read many words • Does not have fluency • Cannot retell much of the story



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The “I-PICK” Strategy



I choose a book.
Purpose - Why do I want to read it?
Interest - Does it interest me?
Comprehend - Am I understanding what I'm reading?
Know - I know most of the words.

Boushey and Moser



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Factors Related to Text Difficulty

- Book and Print Features
- Themes and Ideas
- Language and Literacy Features
- Text Structure
- Content
- Sentence Complexity
- Vocabulary

Fountas and Pinnell



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Fountas and Pinnell

A successful IDR experience for students starts with knowing how to select books.

Instruct and model for students how to select books.

- **Selecting Books** – share the way books are organized in the classroom
- **How Readers Choose Books** – create a chart of ways that students select books
- **Making Good Book Choices** – think about whether the books you are reading are easy, just right, or too hard



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Considerations: Implementing IDR

Q. When will you schedule IDR during the school day?

Q. What procedures will you need to put in place in your classroom so your students know what to do during IDR?

Q. How will you help your students find books at their appropriate reading level?

Q. How will you schedule IDR conferences so you get around to all your students on a regular basis?

Q. What other issues will you need to consider as you get ready to implement IDR in your class?



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